

K-12 Testing Policy
House Education Committee
Monday, February 13, 2006

- I. Purposes today (Judy)
 - a. Iowa and Federal law
 - b. Iowa's Accountability Plan
 - c. History, Development, and Use of Iowa Tests
- II. Iowa Law (Judy)
 - a. Requirements for testing/reporting
 - i. IC 256.7 requires all school districts and accredited nonpublic schools to report student achievement on the academic and other core indicators for mathematics, reading in 4, 8, & 11 and science in 8 & 11. Requirement to use multiple measures, graduation rate, and the % of students tested. IAC stated that the measures must be valid and reliable and aligned with content standards and they must have at least one district wide assessment that allowed for comparison of the school or district's students with students from across the state and in the nation. There also had to be at least 3 performance levels as part of the assessment measures.
 - ii. IAC also established state indicators for proficiency of all students in 4, 8, & 11 and reporting of the subgroups of gender, race, socioeconomic status, students with disabilities, and other groups as required by either state or federal law. Other indicators established by the State Board include dropout rate, % of students who intent to pursue postsecondary education/training, and % of students who score on a measure indicating probable postsecondary success and the % of students who complete a core program of 4 years of English-language arts, and 3 or more years of math, science, and social studies.
 - iii. Annual report is called the Annual Progress Report – currently a paper document submitted to the department on an annual basis. Read by teams of individuals for compliance.
 - iv. Federal law (NCLB) – required to determine AYP for only reading and mathematics.
 - 1. Added an elementary year for science. State Board decided on 5th grade. This assessment requirement takes effect in the 07-08 school year.
 - 2. Added all grades 3 – 8 in reading and mathematics this school year with one year at the high school selected by the state.
 - 3. Requires that the students included to determine AYP be students who have been in attendance for one full academic year. Iowa law required reporting of all students, whether or not in attendance for a year.

4. Federal law required that states establish a group number to determine if the school/district had made the required progress. 30 in a group is that number for Iowa.
5. Does not require multiple measures
6. Does not require gender but required English Language Learners in addition to the groups required by Iowa law.
7. Requires at least 95% of all students to be tested.
8. Required another indicator to determine AYP besides graduation rate and the indicators for all students in reading, math. State Board selected average daily attendance.
9. Goals had to be established for all indicators
 - a. 100% for all students in reading and math by 2013
 - b. State Board selected progress towards graduation rate with a goal of 95% by 2013.
 - c. State Board selected that all schools should meet at attendance rate of 95%.
- b. Requirements for reporting
 - i. State law requires all districts to report to their public, AEA, and department on an annual basis the indicators and goals established by the local school board for student achievement. If they have not achieved the goals required to include in report card the actions to be taken to meet the annual goals. Do not have to report any required subgroup if the group is less than 10.
 - ii. Federal law also requires a report card by the district to include each school's information.
- c. Requirements for establishing student achievement goals

- III. Federal Law (Judy) – only public schools – does not affect nonpublic.
- a. Content Standards (what a student should know) – core standards must be included in all local standards
 - b. Performance Standards (how well a student should perform) – a cut score to determine proficiency had to be determined by the state – cut score is the same as the 41st percentile for all tests, all grades tested, and all subjects required to be tested.
 - c. Assessments aligned to standards (test items should measure content standards) Since Iowa tests are developed using national and local standards and had a history of over 60 years using the tests department worked with ITP to use the Iowa tests as a criterion referenced measure for NCLB requirements.
 - d. Establishment of 100% goal – 6 performance levels established with the Iowa tests so each school/district/state can determine if the students have reached proficiency. Three levels used for NCLB, low, intermediate, and high. Any student who scores in the intermediate or high level is considered proficient.

- IV. Iowa's Accountability Plan – each state had to submit two plans, a consolidated state application and an accountability plan. Both plans must be approved by the USDE to have the funds flow to the state under NCLB.

Accountability plan had to demonstrate the following:

- i. All schools
- ii. All students
- iii. AYP Determinations
- iv. Annual decisions
- v. Subgroup accountability
- vi. Based on academic assessments
- vii. Additional indicators
- viii. Separate decisions for math and reading
- ix. Validity and reliability
- x. Participation rate

Peer review teams visited each state; we made visits to DC, etc., to obtain approval of the Iowa plan. The state received full approval of our plans with no conditions. We are currently under a peer review status again for the accountability plan. Regular reviews are held for all states.

- V. Iowa Tests (ITP Staff) These are just some of my ideas
- a. Development of tests using national and Iowa standards
 - b. Determining the validity and reliability of assessments
 - c. History of testing in Iowa – trend lines and information available
 - d. Grades that can be tested, subjects that can be tested
 - e. How is it possible to use a norm-referenced for accountability
 - f. Vertical scaling and why this is important
 - g. Information that is provided to teachers, parents, schools, and districts
 - h. Assistance provided to school districts by ITP
 - i. Difference between percentile rank, proficiency, grade equivalent, and scale score.

- VI. Application to the USDE this week – growth model –

- VII. Conclusion (Judy)

Iowa Annual Progress Report (APR) and Federal Adequate Yearly Progress (AYP) Compare & Contrast

		APR (Iowa) Chapter 12 IAC (All public and accredited non-public) (District report to public, AEA, DE)	AYP - NCLB (Public school/district only) (AYP site at DE)
Participation in Tests		<ul style="list-style-type: none"> • 100% required • Multiple measures • No penalty 	<ul style="list-style-type: none"> • 100% required by NCLB • 95% are required to participate in the accountability assessment (ITBS/ITED or alternate)
Number of Students Requirement	Reading, Math, & Science	<ul style="list-style-type: none"> • ≥ 10 for reporting 	<ul style="list-style-type: none"> • 30 or more-achievement for each subgroup • 40 or more- participation for each subgroup • Science begins in 2007-2008
	Inclusion of Students for Testing	<ul style="list-style-type: none"> • 100% required to be tested • All students tested within district • All students count 	<ul style="list-style-type: none"> • 100% required to be tested • All resident students and students open enrolled in • All full academic year students for whom the district is responsible counted for AYP
Graduation Rate		<ul style="list-style-type: none"> • Graduates divided by the # of students present in 9th grade 4 years earlier (exception IEP students) – 07-08 will report students who entered at 9th and graduated. • Data is one year behind 	<ul style="list-style-type: none"> • Graduates divided by the # of students present in 9th grade 4 years earlier (exception IEP students) – 07-08 will report students who entered at 9th and graduated. • DE pre-populates for LEA • Data is one year behind
Average Daily Attendance Rate K-8		<ul style="list-style-type: none"> • No requirements 	<ul style="list-style-type: none"> • Calculated from BEDS data and pre-populated for LEA • Schools below the state average must demonstrate improvement – 95%
Content Areas		<ul style="list-style-type: none"> • Math, Reading, Science 	<ul style="list-style-type: none"> • Math Reading, Science

		APR (Iowa) Chapter 12 IAC (All public and accredited non-public) (District report to public, AEA, DE)	AYP - NCLB (Public school/district only) (AYP site at DE)
	Grade Levels	<ul style="list-style-type: none"> • Grade 4,8,11 Reading & Math • Grade 8 and 11 Science 	<ul style="list-style-type: none"> • Grades 4,8,11 Reading & Math • 2005-2006 Grades 3-8 and 11 Reading and Math • 2007-2008 Grades, 5,8, & 11 Science
	Regulations	<ul style="list-style-type: none"> • NCLB Reporting and IAC Accountability 	<ul style="list-style-type: none"> • NCLB Accountability
	Subgroup Reporting	<ul style="list-style-type: none"> • All, gender, ethnicity, SES, disability, & other groups defined by federal law as compared with counterpart groups at 4,8, &11 Reading and Math, at grades 8 & 11 for Science 	<ul style="list-style-type: none"> • Race (5 federal categories), All, SES, Disability, ELL at grades 4,8, & 11 Reading and Math • Additional grades as required for testing
	SINA Status	<ul style="list-style-type: none"> • No requirement by state law • Districts must reports goals and efforts to improve if goals are not met 	<ul style="list-style-type: none"> • All building and districts that fail to make AYP targets. • 2 consecutive years not meeting same content / grade identifies school for SINA • Districts must have corrective plan & reserve 10% Title 1 Funds for PD. • Year 1 SINA - Title I Building must offer parents choice and have a corrective plan, & reserve 10% Title I building Funds for PD. • Year 2 SINA – Title I Building must offer choice & supplemental services • Year 3 SINA -Title I Buildings - choice, supplemental services, corrective action plan, and reservation of Title I funds. • Year 4 & 5 – Title I Buildings – begin to implement plans for restructuring.